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may avoid the spirit of jingoism and rampant word-slinging? Probably the best and most direct method is to let him read as many oratorical masterpieces as he has time to read. Such a case recently came under our observation. A boy wishing to enter an oratorical contest was given the book entitled *Masterpieces of Modern Oratory*, edited by Edwin DuBois Shurter, and was told to read aloud many of the selections in the book. He did so, and without any undue recasting of the original draft of his oration, he presented a good, persuasive argument—sufficiently good to win the first place in the contest. Such an example, we readily grant, is not proof, but we wish to insist on the principle involved—that the pupil gained his ground by reading orations. And why should he not be better fortified and qualified to write an oration, to make a systematic, clear-cut, and sincere plea, when his ear has been tuned to a proper pitch by reading Phillips' *The Scholar in a Republic*, Curtis' *The Public Duty of Educated Men*, Grady's *The Race Problem in the South*, Reed's *The Immortality of Good Deeds*, Schurtz's *International Arbitration*, Van Dyke's *Salt*, besides selections from Burke, Webster, Lincoln, Watterson, Daniel, Spalding, Porter, Beveridge, and Cockran? Hence we are inclined to place a high value on a book which contains such well-chosen selections. Professor Shurter has done his task well, and his book is to be commended to those who agree with the principles set forth in this review concerning oral work in English and in the study of oratorical masterpieces.

H. E. COBLENTZ

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English Grammar. By GEORGE R. CARPENTER. New York: The Macmillan Co., 1906. Pp. 213. \$0.75.

The one feature of Professor Carpenter's *Grammar* which recommends the book most strongly to teachers of this subject is the practical character of the work. The author combines the two kindred studies—grammar and rhetoric—so closely that the learner finds his mind occupied with the principles of both from the outset. The first chapter of this book belongs rather to rhetoric, and it is well to have the matter so presented.

In some respects our English grammars follow more closely than there is any need the method of the Latin. As an example of this, it may be said that this book devotes more than four pages to gender, while half a page would have been space enough for all that need be said upon the matter. It is only the pronouns that require any special care, and no English-speaking child ever has any difficulty in using these.

A teacher of our language may well desire to see it taught somewhat historically, for otherwise our early literature will rapidly become neglected. There are many ways in which the growth of our language may be shown, and the pupil's view of the subject may be broadened. Let the formation of plurals serve as an instance. This grammar agrees probably with all the others in saying: "Nouns ending in *y* preceded by a consonant change *y* to *i* before adding *es*." Would it not be better to say that the plural continues to present the original form when *s* was added to the singular—that *ladies*, for instance, was formed at a time when *ladie* was the correct spelling of the singular. This way

of teaching English would accustom pupils to early forms and call their attention to early literature.

Perhaps the teacher who uses this grammar may have a pupil at times who finds a difficulty in regarding the same word as two different verbs. It would be easier for such a learner to be shown that the verb was the same, but that in one sentence it was used *actively* and in another it was used *passively*; and, moreover, that this distinction lies logically in the subject and only formally with the verb. Another point which troubles pupils is the "object complement." Here is an illustrative example from the book: "The people made Washington president." The real object cannot be "Washington." What the people "made," or effected, was that Washington be president. "President" cannot properly be called "object complement," since Washington is subject of *to be* understood, and this infinitive is the real object of "made." But, with these minor defects of treatment, the grammar is eminently practical and sound.

ISAAC B. CHOATE

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A Practical Guide for Authors. By WILLIAM STONE BOOTH. Boston: Houghton, Mifflin & Co. Pp. 180.

The book bearing the title *A Practical Guide for Authors* by Mr. William Stone Booth is all that the title implies. Mr. Booth is not a theorist or a schoolmaster writing for beginners in English composition; he is a practical man who has had large experience with authors' manuscripts, and who has a very thoroughgoing knowledge of the nice points in the preparation of manuscripts for the printer. His book is not a manual for proof-reading and spelling, though it discusses these features adequately; it is not a book of an amateur who has studied the relationship between the publisher and the author, but it is a book of one who knows this relationship by actual contact; nor is the book one that gives set rules for punctuation according to a scheme drawn up from a series of rhetorics diligently conned and learned by rote. A glance at the well-made index shows that the author has touched on all the essentials that are likely to arise in the making of a book or the preparation of a manuscript. Teachers of English who have had little or no experience with the printer will learn much by reading this little book; authors and scribblers in general will find the book one which will save them much trouble in dictionary chasing. A distinctive feature of the book of interest to readers of this review is the part dealing with American and English rules for punctuation and spelling, and the rules for French and German spelling, and the division of Greek and Latin words. Aside from the scholarly work everywhere evident in the book, there is an interest not usually associated with books of a similar kind—in fact, Mr. Booth's book makes entertaining instruction of a very dry subject.

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